



Mansbridge Primary School - Progression in Music

	Pieces to develop listening and singing	Declarative Knowledge	Procedural Knowledge	Vocabulary	Outcome
Year R	A range of nursery rhymes and other pieces as updated throughout the year and based on the interests of the children	<u>Pitch</u> To recognise high and low sounds <u>Tempo</u> To recognise fast and slow sounds <u>Duration</u> To recognise long and short sounds To begin to clap to the beat of a piece of music To sing with a developing sense of rhythm, tempo and dynamics	To make sounds in different ways To talk about music and musical preferences To engage and respond to musical activities To join in with familiar songs, rhymes, repetitive phrases and call and response pieces To engage with musical instruments in the music area and incorporate music into their play To experiment with tuned and untuned percussion instruments To create and choose sounds in response to given starting points	Loud quiet Fast Slow Long Short Pulse Beat Pitch Tempo Dynamics	Updated throughout the year to reflect the interests of the children
Year R Endpoints	To sing nursery rhymes and simple songs from memory To join in with musical activities and incorporate them into play To copy basic rhythmic patterns				

	To recognise high and low sounds To recognise fast and slow music To recognise loud and quiet sounds				
Year 1 Amazing Me (Funnybones)	Sing Dem bones Dem Bones The leg bone's connected to the . . . Fischy music – Everybody's body <i>We all clap hands together, We all clap hands together, We all clap hands together, As children like to do (replace with other body percussion)</i> <i>This is the way we tap our fingers, tap our fingers, tap our fingers (to the tune of mulberry bush)</i> Listen <i>Body Percussion inspiration!</i> https://www.google.com/search?q=body+percussion+performance&rlz=1C1GCEA_enGB805GB825&oq=body+percussion+performance&aqs=chrome.0.0i512j0i22i30i2j0i390i5.7002j0j15&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:c2dce1dd,vid:sb-2VsE2y-U	<u>Duration</u> To understand that sounds can be long and short To copy and create simple rhythms using word syllables as a starting point) To begin to clap a steady pulse along to music <u>Timbre</u> To understand that voices and sound makers can make different types of sounds <u>Notation</u> To know that simple symbols can represent sounds (grid notation)	Join in with groups singing building a repertoire of songs To create and choose sounds in response to given starting points Identify changes in music and respond with music and movement	Long Short Rhythm (a patterns of long and short sounds) Pulse (a steady beat) Clapping and tapping Stamping Patting and slapping Snapping and clicking	To create and perform a piece using body percussion
Festivals	Listen Handel – Music for the Royal Fireworks Handel Firework;s music overture Oliver Knussen - <i>Flourish with fireworks</i> Sing	<u>Pitch</u> To understand that sounds can be high and low To identify changes in pitch <u>Dynamics</u> To understand that sounds can be loud and quiet	To join in with group singing, building a repertoire of songs Can hold and play a range of percussion instruments	Loud Quiet Crescendo Diminuendo Fast Slow Getting faster	To compose and perform a firework sound scape

	<i>Bonfire night is here again</i> <i>Bonfire's burning</i>	To identify changes in dynamics To recognise gradual changes in dynamics <u>Tempo</u> To understand that sounds can be fast and slow To recognise changes in tempo To recognise gradual changes in tempo <u>Timbre</u> To understand that voices, instruments and sound makers can make different types of sounds <u>Notation</u> To know that low, middle and high sounds can be represented by dots which are low, middle and high on a page	To play tuned and untuned instruments experimenting with sounds, timbre and melody To perform using simple graphic notation of which some will be created by the children to record own composition Create and choose sounds in response to given starting points Listen to a range of live and recorded pieces Listen to own performances providing constructive comments	Getting slower Instrument names Tap, scrape, shake	
Incredible Creatures	Listen The Carnival of the Animals (\saint Saens) elephant, swan and lion Sing Down in the Jungle https://www.google.com/search?q=down+in+the+jungle+where+nobody+goes&rlz=1C1GCEB_enGB869GB893&oq=down+in+the+jungle+where+nobody+goes&aqs=chrome.0.0i35Si512j46i512j0i512l8.11700j0j7&sourceid=ch	<u>Pitch and Harmony</u> To recognise changes in pitch <u>Dynamics</u> To recognise changes in dynamics <u>Tempo</u>	Joins in with singing building a repertoire of songs Begins to build rhymes and rhythms and short melodies to store in memory to re-play / sing Can hold and play tuned and untuned percussion instruments	High Low Loud Quiet Fast Slow Long Short Rhythm Pitch Dynamics	To use tuned and untuned instruments to compose a group composition to depict an animal

	ome&ie=UTF-8#fpstate=ive&vld=cid:8487c331,vid:-zxcGKIMcOs I once saw an Elephant https://www.youtube.com/watch?v=PGZlzM0ChI8#fpstate=ive&vld=cid:8487c331,vid:-zxcGKIMcOs	To understand that sounds can be fast or slow <u>Duration</u> To understand that sounds can be long or short <u>Notation</u> To know that syllables of words can be used to create simple rhythms (creating rhythm sentences for animals) To know that low, middle and high sounds can be represented with dots which are low, middle or high. <u>Timbre</u> To understand that voices, instruments and sound makers can make different types of sounds Understanding that instruments can be played in different ways – hit, pluck, bow and that this changes the sounds (learn names and ways of playing main orchestral instruments)	Can work with others to create a short piece of music using tuned and untuned percussion Can use a range of symbols to represent sounds Can make up own rhythm sentences (using words as a starting point) – grid notation and blobs Is beginning to explain reasons for choices of pitch and dynamics	Melody	
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Traditional tales	Sing Anansi the Spider Lakshmi Tiddalick the frog https://www.bbc.co.uk/teach/school-radio/music-ks1-traditional-tales-index/zbx7qp3 Listen Listening to a range of Australian, African and Indian traditional music	<u>Pitch and harmony</u> To recognise changes in pitch <u>Duration</u> To recognise long and short sounds To identify and copy simple rhythms To clap along to and maintain a steady pulse <u>Structure</u> understand that sounds can be organised into simple patterns (verse/chorus, call/response, repeat) <u>Texture</u> To know that sounds can be played separately or together	To join in with group singing building a repertoire of songs To begin to join in a two-part round. To listen to a range of live and recorded pieces identifying key instruments To begin to recognise the sound of and identify less well- known instruments such as didgeridoo. To listen to own performances providing constructive comments Can hold and play tuned and untuned percussion instruments and use them to play a steady pulse to accompany singing	High Low Long Short Rhythm Repeat Verse Chorus Steady pulse	To perform a range of tradition songs from around the world
A Bug's Life	Sing Caterpillar Shoo Fly A B-U-G Listen Rimsky Korsokov – Flight of the Bumble Bee Kalevi Aho The Insect Symphony The ant and the grasshopper – you tube https://www.youtube.com/watch?v=npa_1XCIOQM	<u>Tempo</u> To understand that sounds can be fast or slow To recognise changes in tempo <u>Duration</u> To understand that sounds can be long or short To recognise long and short sounds	Joins in with group singing, building a repertoire of songs Uses chants and rhymes to build rhythmic capability Uses simple notation to represent sounds Identifies changes in music and responds with movement	High Low Fast Slow Getting faster Getting slower Rhythm Syllable Chant Long Short pattern	To use tuned and untuned instruments to create a piece of music that depicts a minibeast.

		To use the rhythm of words to create rhythm sentences (bibbety, bobbety bumble bee, can you say your name for me . . .) To repeat and recognise a variety of rhythms made with long and short sounds <u>Notation</u> To record rhythm sentences as graphic notation	Listens to a range of live and recorded music and identifies instruments Listens to own performances providing constructive comments		
Journeys	Listen Space Odyssey Opening of 'you put on your space suit' (space sound scape) Sing Out of the ark space songs	<u>Dynamics</u> To understand that sounds can be loud or quiet <u>Timbre</u> To understand that voices, instruments and sound makers can make different types of sounds <u>Texture</u> To know that sounds can be played separately or together <u>Notation</u> To use a simple graphic notation to record ideas and play from	To join in with group singing, building a repertoire of songs Use chants and rhymes to build rhythmic capabilities Play tunes and untunes instruments experimenting with sounds, timbre and melody Experiment / improvise with tuned and untuned instruments Create simple representations and short pieces using tuned and untuned percussion To begin to explain the reasons for choice of instruments timbre, tempo and pitch	Loud Quiet Getting louder Getting quieter Timbre Smooth Spiky Brassy Woody Pluck, scrape, tap	To create a space journey soundscape (linked to the book Beegu and using picture stimuli)

			Listen to own performances providing simple, constructive comments		
Year 1 Endpoints	To know that music has a steady pulse – like a heartbeat and to join in clapping the pulse with some accuracy To recognise fast, medium and slow tempos and begin to recognise a change in tempo To explore different ways to play instruments (hitting, scraping etc) To understand that sounds can be different pitches and to recognise changes in pitch To understand that sounds can have different dynamics and to recognise changes in dynamics To understand that music can be organised into different structures To understand that voices and instruments can make different types of sounds To know that symbols can represent sounds and to perform from their own simple graphic notation				
Year 2 My City	Sing Oh when the saints Swing low- gospel medley – sing up https://www.youtube.com/watch?v=FxPOromTmpE Listen City by the sea – listening focus Oh when the saints I'm gonna sing, sing, sing Swing low sweet chariot This train is bound for glory	Duration To know that pulse is the steady beat of music To clap and maintain a steady pulse alongside a piece of music To create own rhythm by combining long and short sounds (build up football chant sentences) Structure To recognise different forms of repeating patterns Texture	Sing songs in unison with control and simple rounds with an awareness of how the part should fit Create short sequences of sound in response to given starting points Listens to a range of high quality live and recorded music and identifies changes in pitch and tempo leading to understanding the effect of these changes on the piece itself.	Pulse Steady beat Verse Chorus Call Response Repeat Word rhythm Syllable layer	To compose a rhythmic football chant

		To understand that texture is how many sounds are playing together <u>Notation</u> To know that inter-related dimensions can be shown through symbols e.g., big=loud, small=quiet			
Explorers	Sing Sea Shanties John Kanaka Keep hauling – call and response Haul away Joe Over the deep blue sea Down under the sea Listen <u>Music depicting calm and rough seas:</u> Vaughan Williams – Sea Symphonies Debussy – la Mere Mendelssohn – Calm Sea and prosperous Voyage	<u>Pitch and Harmony</u> Identify changes in pitch <u>Dynamics</u> Identify changes in dynamics Recognise gradual changes in dynamics <u>Tempo</u> Identify changes in tempo <u>Structure</u> Recognise different forms of repeating pattern (call and response) <u>Texture</u> To understand that texture is how many sounds are playing together	Sing unison songs with control and simple rounds with an awareness of how the parts should fit Sing with an increasing awareness of pitch, demonstrating the shape of the melody Play simple patterns on tuned percussion instruments with increasing control Play tuned and untuned percussion instruments with a sense of tempo and dynamics Create simple soundscapes for intended effects Use simple symbols to represent sounds Listens to a range of high quality live and recorded music, identifying changes in pitch and tempo, leading	Verse Chorus Call and response repeat Loud Quiet Pitch – high, low, middle Fast and getting faster Slow and getting slower	Create a story sound scape to depict a calm sea changing to rough

			to understanding the effect of these changes on the piece itself Listens to their own compositions and those of others and suggests improvements		
The Caribbean replace with kapow british songs and sounds year 2 unit	Sing Yellow Bird (perform and add body percussion) Listen Windrush calypso Caribbean steel band music	<u>Timbre</u> Identify different instruments and group them into family sounds <u>Structure</u> Recognise the pattern of verse and chorus <u>Duration</u> Recognising long and short sounds and using this knowledge to create simple rhythms using long and short sounds <u>Musical History</u> Know and recall some of the history of calypso music (Windrush generation)	Sing in unison songs with control and simple rounds with an awareness of how the parts should fit Sing with increasing awareness of pitch, demonstrating the shape of the melody Can play simple patterns on tuned percussion instruments showing increasing control Create short sequences of sound in response to given starting points Perform using graphic scores and other simple notations Listen to a range of high quality live and recorded music, identifying changes in pitch and tempo leading to understanding the effect of these changes on the piece itself Listens to their own compositions and those of others and suggests improvements	Names of instruments Repeat Long short sounds Rhythm Verse chorus	To create a short melodic piece in the style of calypso with lyrics (glocks)
Animals	Listen	<u>Pitch and Harmony</u> To identify changes in pitch	Sing songs in unison with control	Pulse Steady beat	To use tuned and untuned percussion

	Animal story telling through music – Peter and the Wolf Carl Bohm – Perpetuo Mobile (violin) Sing Andy's animals raps (cbeebies)	<u>Dynamics</u> To identify changes in dynamics To recognise gradual changes in dynamics <u>Tempo</u> To identify changes in tempo To recognise gradual changes in tempo <u>Duration</u> To know that pulse is the steady beat of music <u>Timbre</u> To distinguish between different timbres and choose which to use in a soundscape <u>Notation</u> Recognise simple dot notation and match it to pitches	Sing with increasing awareness of pitch, demonstrating the shape of the melody Create short sequences of sound in response to given starting points Create simple soundscapes for intended effect Listens to a range of high quality live and recorded music, identifying changes in pitch and tempo, leading to understanding the effect of the changes on the piece itself. Then applying this to own composition. Listens to their own compositions and those of others, makes comments and suggests improvements. To play with some consistency from own graphic score	Loud Quiet Gradually getting louder/quieter Fast Slow Long Short Rhythm Names of instruments and ways of playing them i.e., tapping, hitting, scraping etc Timbre describing words – rough, woody, brassy etc	to create an animal sound scape to depict a particular animal (optional use of signature melody)
Sustainability	Sing Recycling rumba One world (Portsmouth hub song bank) Listen Rumba music (Cuban) Tidy up rumba Bumbaleo	<u>Pitch and Harmony</u> Identify changes in pitch <u>Dynamics</u> Identify changes in dynamics Recognise gradual changes in dynamics	Sing in unison songs with control and simple rounds with an awareness of how the part should fit. Sing with increasing awareness of pitch, demonstrating the shape of the melody	Pulse Steady beat Loud Quiet Gradually getting louder/quieter Fast Slow	To create a recycling rumba (compose own words to create rhythm)

		<u>Notation</u> To know that the inter-related dimensions can be shown through symbols e.g., big – loud, small - quiet Know that dots can be used to represent syllables in a word and correspond to the number of sounds e.g., one dot – one sound, 2 dots – 2 sounds <u>Duration</u> Recognise long and short sounds Create short rhythms from long and short sounds	Can play simple patterns on tuned percussion instruments with increasing control Play tuned and untuned instruments with a sense of tempo and dynamics Create simple soundscapes for intended effect Listens to a range of high quality live and recorded music, identifying changes in pitch and tempo, leading to understanding the effect of the changes on the piece itself. Then applying this to own composition. Listens to their own compositions and those of others, makes comments and suggests improvements.	Long Short High low Rhythm Word rhythm syllables	
London's Burning	Sing London's Burning round Listen Manuel de Falla – Fire ritual dance Wagner – magic fire music	<u>Pitch and Harmony</u> Identify changes in pitch <u>Dynamics</u> Identifying changes in dynamics Recognise gradual changes in dynamics <u>Timbre</u>	Sing unison songs with control and simple rounds with an awareness of how the parts should fit. Sing with an increasing awareness of pitch, demonstrating the shape of the melody. Can play simple patterns on tuned percussion instruments with increasing control	Steady beat Loud Quiet Gradually getting louder/quieter Fast Slow Long Short High low Rhythm	To compose a sound scape that depicts the key stages of the fire

		Identify different instruments and groups them into family sounds Recognise when composers have changed timbre Use timbre knowledge to make instrumental choices when composing <u>Texture</u> Understand that texture is how many sounds are playing together <u>Notation</u> To know that the inter-related dimensions can be shown through symbols e.g., big – loud, small - quiet	Create simple soundscapes for intended effect Listens to a range of high quality live and recorded music, identifying changes in pitch and tempo, leading to understanding the effect of the changes on the piece itself. Then applying this to own composition. Listens to their own compositions and those of others, makes comments and suggests improvements.	Texture notes Names of instruments and ways of playing them i.e., tapping, hitting, scraping etc Timbre describing words – rough, woody, brassy etc	
Year 2 Endpoints	To understand that different instruments are used to provide different sounds for different effects. They recognise the impact of this and make choices based on it. To sing songs in unison and with control To sing simple rounds with awareness of how their part should fit Plays simple tunes on percussion with increasing control Play tuned and untuned instruments with a sense of tempo and dynamics				

	Compose and perform using graphic scores to represent dynamics, pitch and tempo To know create rhythms in different ways (from words, names, favourite colours) To name the instrument they are playing To say how a piece makes them feel and what it reminds them of To use real or invented symbols to record simple rhythmic patterns and pitch Recognise changes in tempo, pitch and dynamics. Recognise gradual changes in tempo, dynamics and pitch Recognise different musical structures including repeating patterns Begin to understand timbre and use this to make compositional choices				
Year 3	Developing listening and singing	Declarative Knowledge	Procedural Knowledge	Vocabulary	Outcome
Overview of Unit Stone Age	1. Use stone age words such as 'nut and berry' to create rhythms. Begin as whole class then add other words over the top to layer rhythms. Recap on ostinato and choose a rhythm as an ostinato while class in groups layer rhythms over it. Explore using rhythms in different order. 2. Develop into repetitive melody lines – using stone age vocabulary to develop lyrics. 3. Perform as a class. Add ostinatos in. Explore different variations/ order of melody/ostinato 4. Listen to 'send me on my way' Ice Age. Listen and teacher to model graphic scores to represent 5. Watch beginning of ice age with no sound. What would we want to depict here? Bring in language of temp, dynamics, timbre and discuss what we would want In a piece of music 6. Record as graphic score. Perform from graphic score.				
Stone Age	Singing - To the tune of frere a Jaqua Woolly mammoth x 2 hairy and nice x 2 they have faced extinction x 2, frozen in the ice x2 in unison then as a round	<u>Duration</u> Identifying the down beat (first beat of the bar) Knowing down beat of each group is the strongest beat identifying (when writing rhythms) <u>Texture</u> Identify how texture can be used descriptively	<u>Singing</u> Maintain parts with support in songs, rounds and part songs <u>Playing</u> To perform confidently on own and as part of a group with an understanding of how their part fits with others Understands the effect of rhythm, pitch and dynamics	Down beat Round Unison structure Repeat Texture Dynamics Loud, quiet, soft Gradually getting louder/quieter Fast	Stone age composition and performance Singing woolly mammoth round

		<u>Structure</u> Understand the terms round and ostinato. Know that music can be organised using a range of structures <u>Dynamics</u> Identify how dynamics can be used descriptively <u>Tempo</u> Identify how temp can be used descriptively <u>Notation</u> Understand increasingly sophisticated graphic scores	<u>Composition</u> Communicate thoughts, feelings and ideas through simple musical composition Create layered compositions and sound-scapes using simple rhythmic patterns and melodies Use musical symbols and notation to record and create compositions <u>Listening</u> Listening and responding to others work and offering acceptable feedback and suggestions	Slow Gradually getting louder/quieter	
2. Elements of Music world tour (follow scheme of work)	World tour plans and powerpoints for each lesson. –google drive (Range of world songs including sea shanties covering some places where volcanoes occur)	<u>Pitch and Harmony</u> Identify melodies that move in steps or leaps (melodic shape) <u>Dynamics</u> Identify how dynamics can be used descriptively <u>Tempo</u> Identify how tempo can be used descriptively <u>Duration</u> Know that pulse can be grouped e.g., 2/4, 3/4	<u>Singing</u> Confidently sing a variety of songs From different genres with accuracy of pitch <u>Playing</u> Pupils can perform confidently both on their own and as part of a group with an understanding of how their part fits with others Understand the effect of rhythm, pitch and dynamics Pupils can perform from basic notation, reading rhythms confidently	Metre Beat Downbeat Stave Crochet Quavers Minim Treble clef Fast, slow, getting faster/slower, crescendo, diminuendo	Performance of a range of world music and music from different traditions

		<u>Structure</u> Know that music can be organised using a range of structures <u>Timbre</u> Identify how timbre can be used descriptively <u>Texture</u> Identify how texture can be used descriptively <u>Notation</u> Know, recognise and read notation for a crochet, barred quavers, minim, crotchet rest, treble clef, staff	<u>Improvising</u> Experiment with tuned and untuned instruments <u>Listening</u> Listen to a Range of live and recorded music from range of traditions	Forte Piano Major Minor Step leap	
Overview of unit Eruptions and Disruptions	Begin with focus on listening, developing language and understanding of elements of music within listening pieces as described below. Then focus on story telling through music. Give them 4 pictures – volcanic story eruption – volcano, eruption, stones and lava, thunder and lightning. – how do we create music to describe each of these things. Explore how we could: create drama with high- and low-pitched instruments – glocks or chrome lab to create sound effects and different layers Graphic scores to notate Perform and appraise focusing on use of musical elements and vocabulary to describe the effect Menacing – low and deep Tension – high notes Stones – short and spiky notes – staccato Lava flowing quickly/ slowly – perform them and peer assess them across 2 lessons.				

Eruptions and disruptions	The volcano rap song - https://www.youtube.com/watch?v=OKFxSpIhCVI Volcano sound scapes Bastille volcano song pompeii - https://www.youtube.com/watch?v=F90Cw4l-8NY BBC 10 pieces https://www.bbc.co.uk/programmes/p02yh57c listen and discuss the story telling – dynamics, texture, tempo Night on a bare mountain – Mussorgsky Planets Suite – mars – Holst discuss how tension is created through tempo, dynamics, texture When listening - give chn an Introduction to the orchestra and focus on listening questions – what happens with the dynamics? - tempo,/pitch - are notes high or low? What effect does this have? What is the feeling of the piece? How is this created?	<u>Pitch and harmony</u> Identify melodies that move in steps or leaps <u>Dynamics</u> Identify how dynamics can be used descriptively <u>Timbre</u> Identify how articulation can be used in music e.g., staccato and legato (smooth and spiky) Identify how timbre can be used descriptively <u>Dynamics</u> Identify how dynamics can be used descriptively	<u>Singing</u> Confidently sing a variety of songs from different genres with accuracy of pitch <u>Playing</u> Pupils can perform confidently both on their own or as part of a group with an understanding of how their part fits with others Pupils understand the effect of rhythm, pitch and dynamics Pupils can perform from basic graphic notation, reading rhythms confidently <u>Improvising</u> Experiment with tuned and untuned instruments, improvising using rhythms and melody <u>Composing</u> Creating layered compositions and sound scapes using simple rhythmic patterns and melodies <u>Listening</u> Listen and respond to own and others' work offering and accepting feedback and suggestions	Major Minor Step Leap Forte Piano Crescendo Diminuendo Legato Staccato Unison Layered Unaccompanied Melody Accompaniment Getting faster Getting slower	Compose and perform volcano sound scape
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			Listen to a range of live and recorded music from different traditions, genres, styles and ties		
Recorders (notes – b,a,g,e)	Listen to a range of recorder pieces – solo and ensemble	<u>Pitch and harmony</u> Identify melodies that move in steps or leaps <u>Duration</u> Know that the pulse can be grouped e.g. 2/4, ¾ <u>Notation</u> Know , recognise and read notation for a crochet, crotchet rest, minim and barred quavers	<u>Playing</u> Pupils can perform confidently both on their own and as part of a group with an understanding of how their part fits with others Pupils can perform from basic notation, reading rhythms confidently	Mouthpiece Embouchure Fingering Notes Beats Minim Crochet Quaver rest	Perform in school assembly
Romans	Here come the romans – Kapow unit of work lower key stage 2. Using and transposing motifs. Adapted to incorporate recorders and notes learnt) Roman road building song (Kapow) Beethoven's fifth symphony (motifs)	<u>Pitch and Harmony</u> Identify melodies that move in steps or leaps <u>Structure</u> Know that music can be organised in a range of structures (call and response) <u>Notation</u> Know how pitch is shown on stave notation Recognise and read melodies which reflect pitch in notation	<u>Singing</u> Confidently sing a variety of songs from different genres with accuracy in pitch <u>Playing</u> Pupils can perform from basic notation, reading rhythms confidently <u>Composing</u> Use musical symbols and notation to record and create compositions	Stave Staff Notation Crochet Quaver Minim Rest High Low Call and response Step leap	Performance of composition

Year 3 Endpoints	To name some of the instruments they can hear in a piece of music To accurately clap the pulse to a range of pieces To be able to play a simple rhythmic pattern in time to the music To record a composition in any appropriate way that recognises the connection between sound and symbol (pictorial. graphic notation) To show control when playing musical instruments so they sound as they should To begin to have an understanding of notation and play rhythmic and pitch notation on tuned instrument with support Confidently sing a variety of songs from different genres with accuracy of pitch Experiment with tuned and untuned instrument and improvise using learnt rhythms and own Understand the effect of pitch, rhythm, dynamics, tempo and timbre and how they can be used descriptively Communicate thoughts and feelings through simple compositions creating rhythmic and melodic patterns using instruments				
	Listening and singing	Declarative	Procedural	Vocabulary	Outcome
Y4 Ancient Civilizations (anglo saxons/ vikings unit Kapow)	The Hammer and the Anville – work song dragon ships Here come the vikings	<u>Dynamics</u> Identify how dynamics can be used descriptively <u>Tempo</u> Identify how tempo can be used descriptively <u>Duration</u> Identify the downbeat of the bar Know that the downbeat of the bar is the strongest	<u>Understanding</u> Pupils understand the ways that sounds can be combined and used expressively. They recognise how the different musical elements are combined for different effects <u>Singing</u> Maintain parts in more difficult songs	Stave Staff Notation Crochet Quaver Minim Rest High Low Call and response Step leap	Performance of Viking Song Composition of battle song

		<u>Notation</u> To know how pitch is shown on stave notation Recognise and read melodies which reflect pitch notation Know, recognise and read notation for a crochet, minim, barred quaver	Confidently and fluently sing in tune with clear diction, breath control and tone <u>Composing</u> Create rhythmic patterns and melodies using voice, instruments and technology use musical symbols and notation to record and create compositions <u>Listening</u> Listen to a range of live and recorded music from different genres, traditions, styles and times, responding appropriately to the context.	Ostinato Drone	
Waterworld unit overview	1. Listening - Watch a full orchestral performance of the piece. Recap the range of instruments of the orchestra stem questions – what is tempo, what are dynamics of this piece? What instruments can you hear? Texture questions – is this unison or separate parts? Talk about composer, provide context and story of peter grimes. How do we create a storm? (whole class soundscape) record soundscape and compare. Piece in planned and patterns rather than random. Next lesson how can we plan these patterns? 2. Start with listening to Peter Grimes – retrieval. Recap on dynamics Look at patterns – get glocks out and learn pentatonic scale and create pentatonic patterns. John kanaka song – playxylo.com – each child to have tablet and learn john kanaka song. Establish that it is a pattern of notes – liken it to a pentagon. Create own pentatonic rhythms on tech glock. start to put 2 together. How do we make this sound like the storm? Louder, other instruments etc? 3. Modelling – model 4 or 5 children with a drum or some untuned percussion and real glocks and use effects from garage band – talk about how we put this piece of music together. What they should play. Tempo, dynamics, texture and structure. how we should play it with class playing along as required to model. Groups of 4 – 5 children creating own composition (just record in own way)				

	4. Calm music and listening to it. (Peter Grimes the calm after the storm 2mins and 45 seconds) discuss the contrasting feeling – how does it show calm (unison, same tune, slower, quieter) How did they create a piece of calm music. Get back into groups and talk about it. What instruments would you choose. How would you play them. Describe to each other. Talk about the difference between smooth and spiky legato and detached – moving in step and leaps etc) Picture create of features you will include i.e., waves, crashing, thunder, lightning etc. 5. Creating the music – take a groups and model how to put it together based on their plan. Perform at the end of lesson. 6. Structure- contrasts – storm/calm/storm as an improvised piece or give simple parts out i.e., storm rhythm or calm rhythm 3 or 4 rhythms that fit together as storm/calm. Tuned percussion (support lesson) perform together				
Waterworld / storm music	BBC 10 pieces. Benjamin Britten storm interlude from Peter Grimes Tchaikovsky – tempest ap18 th 44 Stravinsky - the Rite of Spring	<u>Pitch and Harmony</u> Understand a pentatonic scale Identify melodies that move in steps or leaps <u>Structure</u> Know that music can be organised using a range of structures <u>Timbre</u> Identify how timbre can be used descriptively Understand how articulation can be used in music e.g, staccato and legato <u>Texture</u> Identify how texture can be used descriptively	<u>Playing</u> Pupils can play a range of tuned and untuned percussion showing good rhythmic and melodic control <u>Improvising</u> Create and refine musical improvisations using more complex rhythms and melodies <u>Composing</u> Create melodic and rhythmic patterns and melodies using voice, instruments and technology <u>Listening</u> Aurally, identify, recognise and respond to standard and invented compositions Offer comments about own and others' work and ways to improve and accept feedback and suggestions from others	pentatonicc Major Minor Staccato Legato a range of different mood words	Composition and performance (a piece that depicts mood)

Recorders (recap b,a,g,e and learn low d, f#, c, high d, c#, f)	Listen to a range of recorder pieces from work book – solo and ensemble	<u>Pitch and harmony</u> Identify melodies that move in steps or leaps <u>Duration</u> Know that the pulse can be grouped e.g. 2/4, ¾ <u>Notation</u> Know , recognise and read notation for a crochet, crotchet rest, minim and barred quavers	<u>Playing</u> Pupils can demonstrate correct techniques when playing melodic and rhythmic patterns with expression Pupils can read from basic Western notation with growing awareness of pitch Pupils can perform from basic notation, reading rhythms confidently	Mouthpiece Embouchure Fingering Notes Beats Minim Crochet Quaver rest	Perform in school assembly
Rivers – overview of unit	1.The Muldau by Smettana (listening) A piece of music that describes the journey of a river. Identify bits of the music that represent river (take snippets as it is a long piece) temp, dynamics, pitch Learn - River shanty – question and answer structures (new song) 2. Modelling – show pictures of river and model ways to play to depict stage of river. Keep referring back to how we are playing instruments. Step and leap/ spiky and smooth. Go into groups, give picture and create a piece of music for picture. Leave prompts i.e., loud/quiet, fast or slow. Rest of class to guess which picture it is based on what they have done. Then in groups create improvisation of different stages of water cycle 3. sing sea shanty – chn start to create lyrics to fit with the river shanty – vary call and responses to fit with the tune. 4. write own lyrics for river shanty 5. class arrangement of own shanty. Pick best bits out then add untuned instruments to shanty. Ostinato and pentatonic patterns.				
Rivers	The Muldau by Smettana (listening) Sea Shanty (singing)	<u>Dynamics</u> Identify how dynamics can be used descriptively <u>Tempo</u> Identify how tempo can be used descriptively	<u>Singing</u> Confidently and fluently sing in tune with clear diction, breath control and tone <u>Playing</u>	Forte Piano Pianissimo Accelerando Allegro Adagio	River soundscape compositions and performance

		<u>Structure</u> Know that music can be organised in a variety of structured <u>Timbre</u> Identify how timbre can be used descriptively <u>Texture</u> Identify how texture can be used descriptively	Pupils can play a range of tuned and untuned percussion, showing good rhythmic and melodic control <u>Improvising</u> Create and refine musical improvisations using more complex rhythms and melodies <u>Composing</u> Create melodic and rhythmic patterns and melodies using voice, instruments and technology Create layers of sound within musical structures, showing an understanding of how sounds fit together <u>Listening</u> Aurally identify, recognise and respond to standard and invented compositions Offer comments about own and others' work and suggest ways in which to improve and accept feedback and suggestions from others Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.	Legato Staccatto Unison Layered Solo Duet Melody a range of descriptive river words	
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Garage band unit	A range of compositions created and produced on garage band (check for language) • Rihanna – “Umbrella” • Wavves – “Wavves” and “Wavvves” • Justice – “Cross” • T-Pain – “Rappa Ternt Sanga” • Nine Inch Nails – “The Hand That Feeds” • Radiohead – “In Rainbows” • George Pringle – “Salon des Refusés” • Steve Lacy – (Kendrick Lamar’s) “Damn” and “Ego Death” A range of rock pieces	<u>Pitch and Harmony</u> Identify major and minor keys <u>Dynamics</u> Understand how dynamics are used descriptively <u>Timbre</u> Identify how timbre can be used descriptively <u>Structure</u> Know that music can be organised in a range of structures Texture Identify how texture can be used descriptively Notation Recognise and read melodies which reflect pitch in notation	<u>Understanding</u> To understand the ways that sounds can be combined and used expressively. Recognise how the different musical elements are combined and make improvements to work commenting on intended effect <u>Composing</u> Create melodic and rhythmic patterns using voice, instruments and technology <u>Listening</u> Offer comments from own and others’ work and suggest ways to improve Accept feedback and suggestions from others	Chord Triad Scale Verse Chorus Middle 8 introduction	To create own rock composition
Victorians Unit overview	1. Dip dip and swing – class performance. Learn the ostinato (dip dip and swing) Put ostinato onto a rhythm. Start pulling out detail minor (sad notes) different set of notes that make a piece of music sound sad. 2. In pairs with a glock one person doing d,f,a pattern then one doing the tune with notes d – a then swap and get some performances. Finish lesson with how can we combine this with the ostinatos from last week? 3. Start by listening to some sad music – pull out tempo and dynamics – incorporate smooth and spiky – minor notes from last week. How do we combine this with ostinato. Class arrangement of ostinatos and tuned and untuned. Layer the ostinatos/ rhythms – create tune and accompaniment				

	4. Create own composition. Tune, chords, rhythms (d,f,a , d- a). thinking about how it is put together – structure. And texture – tune and accompaniment. 5. 5. Performances – appraisal. Graphic score representation				
Victorians	Dip dip and swing (sing) A range of sea shanties (see folder on sharepoint)	<u>Pitch and Harmony</u> Identify major and minor keys <u>Structure</u> Know that some music can be organised using a range of structure <u>Texture</u> Identify how texture can be used descriptively <u>Dynamics</u> Identify how dynamics can be used descriptively <u>Tempo</u> Identify how tempo can be used descriptively	<u>Singing</u> Confidently and fluently sing in tune with clear diction, breath control and tone <u>Playing</u> Play a range of tuned and untuned percussion showing good rhythmic and melodic control Demonstrate correct techniques when playing melodic and rhythmic patterns with expression <u>Composing</u> Create melodic and rhythmic patterns and melodies using voice, instruments and technology Create layers of sounds within musical structures showing an understanding of how sounds fit together	Legato Staccato Major Minor Chords Ostinato Layers Unison Accompaniment Solo Duet	Own composition inspired by sea shanties (combined with ostinato)
Year 4 Endpoints	To maintain parts in more difficult songs and sing in the with clear diction and breath control To know how many beats in a minim, crotchet and semibreve and recognise their symbols To play from basic western notation				

	Create melodic and rhythmic patterns using voice, instrument or technology Create layers of sound within musical structures Create and refine musical compositions and improvisations using more complex rhythms and melody To reflect on their own performance with what went well and how to improve next time To listen to and reflect when composing and make musical decisions about pulse, rhythm and tempo To understand and recognise changes in tempo, pitch, timbre, dynamics and texture and use this to inform own compositions Identify major and minor keys Use a range of methods to record compositions including graphic scores and some notation To accurately clap the pulse of a range of piece. To begin to have an understanding of 2/2 ¾ 4/4 metre (recognising they are different)
Unit Overview Titanic	Week 1 – listening to body percussion music. Discuss dynamics, texture and extremes of volume. How is tension created? Can they practice own body percussion. Can they emulate the tension etc? Listen to live composer work. Week 2 – look at clashing notes on glocks. Listen to horror music. Create backing track for horror notes. Music provides atmosphere. What is a chord/ Dischord and what is not.? Listen to repeated patterns and long held notes and Chord building up an atmosphere – discuss the effects. Revisit ostinato and clashing notes and silence as an effect.. In pairs- create 2 ostinato patterns using notes that clash. (things that don't sound like they don't together) Week 3 – go back to tense notes. How can we make it better – listen to music and listen for sudden changes in dynamics. Then perform. Week 4 – take all learning - and put it together to create a piece of music. Has it got dischord, dynamic changes, repeating ostinato patterns Timbre? Harmony – clashing scales, notes.

	Week 5 – record it, perform it, assess it				
	Week 6 – titanic song – sea shanty singing. Southampton sea shanties (solent shanty sing)				
Year 5 Titanic	Titanic sea shanty songs	<u>Pitch and Harmony</u> Understand how simple chords (triads) are formed and how they can be major or minor <u>Dynamics</u> Understand how dynamics are used for a purpose <u>Tempo</u> Understand how tempo can be used for a purpose Know that tempo can be measure in BPM (beats per minute) <u>Timbre</u> Understand how timbre can be used for a purpose	Singing Pupils sing with increasing understanding of expression Playing Performances show a clear awareness of expression and balance Composing Select, discuss and refine creative choices Listening Critique own and other's work offering specific comments e.g. explaining the effects of different musical elements and justifying opinions	Chord Triad Dischord Chord Key major Minor Dynamics Pianissimo Mezzo piano Forte Mezzo forte	Dramatic titanic musical composition
Looping and remixing) unit (kapow)	Play – somewhere over the rainbow Listen to Darude Sandstorm and a range of other looped remix pieces (lion king remix) Listen – Beethoven's fifth	<u>Pitch and Harmony</u> Identify melodies that move in steps or leaps Play simple melodies that move in step and leaps on tuned instruments <u>Structure</u>	<u>Composition</u> Create music which shows an understanding of structure Select, discuss and refine creative choices Explore , select, combine and manipulate a range of different	Body percussion Backbeat Fragment Layers Loop Loop rhythm Melody Melody line	Use loops to create a whole piece of music with identifiable structure

		Begin to know and recognise different structures <u>Notation</u> Know recognise and read stave notation for crotchet, crotchet rest, minim, minim rest, barred quavers	sounds, including technology to create stylised compositions. <u>Listening</u> Listen to a range of live and recorded music from different genres, traditions, styles an times, responding appropriately	Notation Ostinato Remix Rhythm Riff	
Rainforest sound scape	Listen to 'connect it' BBC 10 pieces Samba from Rio Titanic	<u>Dynamics</u> Understand how dynamics are used for purpose <u>Tempo</u> Understand how tempo can be used for a purpose <u>Duration</u> Know and recognise syncopated rhythms (off beat) <u>Timbre</u> Understand how timbre can be used for a purpose <u>Texture</u> Understand how texture can be used for	<u>Understanding</u> Pupils understand the overall effect of playing with others. They can understand, explain and compile ideas when performing. Ideas are refined by listening and musical preferences or changes in the composition are justified. <u>Playing</u> Confidently perform a piece of music as a group, using a range of different instruments Performances show a clear awareness of expression and balance <u>Composing</u> Select, discuss and refine creative choices <u>Listening</u> Critique own and other's work offering specific comments e.g. explaining the effects of different	Tempo accelerando rallentando Samba Syncopation Forte Piano Fortissimo pianissimo	Create a rainforest soundscape composition record using graphic natation)

			musical elements and justifying opinions		
Ukuleles Folk active	A range of ukuleles pieces for listening and performing	<u>Notation</u> To know a wide range of notation e.g., chord charts, TAB Recognise and read with increasing fluency, melodies on stave notation Know the meaning of flats and sharps Know recognise and read notation for crotchet, crotchet rest, minim, barred and single quavers Understand the difference between 2/4 $\frac{3}{4}$ 4/4 time signatures	<u>Playing</u> Confidently perform a piece of music as a group using a range of different instruments, including those learnt outside the classroom Performances show a clear awareness of expression and balance Pupils can read and perform from a range of different notations	Note Pluck Strum Tab Rest Time signature Key signatures Metre Flat Sharp Barlines Treble clef	A whole class performance of a ukulele piece
World Music	A range of world music (see year 5 folder – West Indian, Samba, British Folk, Indonesian)	<u>Pitch and harmony</u> Understand how simple chords are formed and how they can be major or minor <u>Tempo</u> Understand how tempo can be used for purpose <u>Duration</u> Know and recognise syncopated rhythms	<u>Listening</u> Critique own and other's work offering specific comments, e.g. explaining the effects of different musical elements and justifying opinions Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. <u>Playing</u>	Ostinato cyclic patterns, pentatonic scales, off-beat rhythms polyrhythm protest songs	Perform music from different traditions confidently with an awareness of other parts.

		Timbre Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band	Read and perform from a range of notation Confidently perform a piece of music as a group using a range of instruments including those learnt outside the classroom Performances show an awareness of expression and balance Composing Create and refine musical improvisations with awareness of musical structure		
Year 5 Endpoints	To recognise different structures in a piece of music Confidently perform music as a group and individually To recognise some different genres of music To compare two songs in the same style and think about what stands out musically in each of them, their similarities and differences To sing or play from memory with confidence, expression and in tune To read and perform from a range of different notations Create music which demonstrates understanding of structure, timbre, tempo, texture, dynamics, tempo, timbre and pitch. Understand how these can be used for purpose and effect Recognise the effects of tempo, timbre, dynamics, pitch, texture, timbre and rhythm in the work of others and use this to inform own compositions				

	Use different notations to record and create Understand how chords (simple triads) can be formed and recognise whether they are major or minor Understand that scales are sets of notes To accurately clap the pulse of a range of piece. To begin to have an understanding of 2/2 ¾ 4/4 metre (clapping along, beginning to identify)				
Samba	A range of samba pieces – see PowerPoint	<u>Dynamics</u> Understand how dynamics are used for purpose <u>Tempo</u> Understand how tempo can be used for a purpose Know that tempo can be measured in BPM (beats per minute) <u>Duration</u> Know and recognise syncopated rhythms <u>Texture</u> Know how texture can be used for a purpose Understand how textures can be contrasted for effect	<u>Playing</u> Maintain own part where appropriate within a group performance Play confidently demonstrating musical quality e.g., clear starts and ends, technical accuracy <u>Listening</u> Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times responding appropriately to the context.	Rhythm Syncopation Beats Time signature Piano Forte Accelerando rallentando	Ensemble performance of Samba piece

		Notation Understand the differences between 2/4 $\frac{3}{4}$ and 4/4 time signatures			
African Music (Kapow KS2 South and West Africa unit)	A range of call and response African pieces (see folder Big African Sing)	<u>Pitch and Harmony</u> Understand how simple chords (triads and dyad) are formed and how they can be major or minor <u>Duration</u> Play more complicated rhythms in time and with rests Create an 8 beat break and play this in the correct place	<u>Singing</u> Sing using correct pronunciation and with confidence Sing more complex songs including simple harmony parts <u>Playing</u> Maintain own part where appropriate within a group performance Play confidently demonstrating musical quality e.g., clear starts and ends, phrases, technical accuracy <u>Improvising</u> Create and refine melodic and rhythmic improvisations showing awareness of different styles and genres <u>Listening</u> Listen and evaluate a range of live and recorded music from different tradition, genres, styles and times responding appropriately to the context	A capella call and response Dynamics Chord triad Improvisation Ostinato Break polyrhythms Master drummer Syncopation metronome	To perform, compose and improvise in the style of African music
Ukelele (Folk Active)	A range of ukuleles pieces for listening and performing	<u>Notation</u>	<u>Playing</u> Confidently perform a piece of music as a group using a range of	Note Pluck Strum	A whole class performance of a ukulele piece

		To know a wide range of notation e.g., chord charts, TAB Recognise and read with increasing fluency, melodies on stave notation Know the meaning of flats and sharps Know recognise and read notation for crotchet, crotchet rest, minim, barred and single quavers Understand the difference between 2/4 $\frac{3}{4}$ 4/4 time signatures	different instruments, including those learnt outside the classroom Performances show a clear awareness of expression and balance Pupils can read and perform from a range of different notations	Tab Rest Time signature Key signatures Metre Flat Sharp Barlines Treble clef	
Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) (Kapow)	Listen – Fingal's Cave – Mendelssohn	<u>Pitch and Harmony</u> Identify and describe changes in pitch, explaining the effect <u>Timbre</u> Understand how timbre can be used for a purpose Understand how timbre can be combined and contrasted in different ensembles and explain the effects <u>Dynamics</u>	<u>Playing</u> Maintain own part where appropriate within a performance Play confidently demonstrating musical quality Read and perform from a range of notation <u>Improvising</u> Create and refine melodic and rhythmic improvisations showing an awareness of different styles and genres	Perform a group composition responding to changes in dynamics, pitch, and texture	Audio Depicting Texture Pitch Dynamics Conductor Improvisation Notation graphic score Composition ensemble

		Understand how dynamics are used for a purpose <u>Tempo</u> Understand how tempo can be used for a purpose <u>Texture</u> Understand how texture can be used for a purpose Understand how textures can be contracted for effect	<u>Composing</u> Explore select and combine a range of different sounds including technological to create stylised compositions Compose rhythmic and melodic ideas within clear structures Use different kinds of notation to record and create <u>Listening</u> Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times responding appropriately		
Songs of World War 2 (Kapow)	A range of WW2 songs (pack up your troubles, We'll meet again) – see resources	<u>Pitch and Harmony</u> Understand that scales are sets of notes e.g., blues scale, raga, models Follow a melody line showing understanding of the pitch <u>Dynamics</u> Understand how dynamics are used for a purpose <u>Texture</u> Understand how texture can be used for a purpose <u>Tempo</u> Understand how tempo can be used for purpose	<u>Singing</u> Sing with confidence and expression Sing more complex songs including harmony parts <u>Playing</u> Maintain own part where appropriate within a group performance Read and perform from a range of different notations	Morale Troop frontline Vera Lynn Contrast Tempo rallentando accelerando pitch Higher lower Diaphragm Melody Graphic score	Analyse, compare, discuss and sing a range of WW2 songs

		Know that tempo can be measured in BPM (beats per minute) Notation Recognise and read with increasing fluency, melodies (within an octave) on stave notation			
Composing and performing a leavers' song (Kapow)	Leaver's song – A single year	<u>Notation</u> Know a wider range of notations Recognise and read with increasing fluency, melodies (within an octave) on stave notation Know and recognise with increasing fluency, notation for crotchet, crotchet rest, minim, minim rests, quavers and semi quavers Understand the difference between 2/4 3/4 and 4/4 time signatures <u>Structure</u>	<u>Composition</u> Compose rhythmic and melodic ideas within clear structures Use different kinds of notation to record and create <u>Playing</u> Maintain own part in a group performance Read and perform from a range of different notations <u>Singing</u> Sing more complex songs including simple harmony parts Sing with confidence and expression <u>Listening</u>	Allegro Arrangement backing track Chorus chord progression Crescendo Diminuendo Evaluate Forte Largo melody	Compose and perform a leavers' song

		Know and use different structures including introduction, verse, chorus, middle eight	Critique own and others' work offering specific comment and justifying these		
Year 6 Endpoints	To identify groups of instruments that can be heard in a piece of music To use a staff and notation to record a composition To play an instrument with fluency, confidence and expression To talk about how the music makes you feel, using musical language to describe the music To listen to and reflect upon developing composition and make musical decision about how the melody connects with the song To compose by developing ideas within a range of given musical structures Create music which demonstrates understanding of structure, timbre, tempo, texture, dynamics, tempo, timbre and pitch. Understand how these can be used for purpose and effect Recognise the effects of tempo, timbre, dynamics, pitch, texture, timbre and rhythm in the work of others and use this to inform own compositions To sing more complex songs with simple harmony parts To sing with expression and musicality Explore and manipulate a range of sounds including technology to create styles composition Offer specific comments when appraising the work of others				

	Understand how simple chords are created and identify whether they are major or minor Recognise rondo, tertiary, introduction verse chorus structures)
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